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AUTHOR Horne, Vance M.
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ABSTRACT

The document describes the Virginia Interagency Linkage Model, a system of interagency agreements between vocational education, special education, and vocational rehabilitative services. Formal written agreements are developed between the agencies at both the state and local levels and coordinated by a linkage team with all included agencies represented. Document sections are concerned with: local level implementation, requirements that vocational educators be included in developing the vocational component of a handicapped child's individualized education program, strong points of the model (such as smoother transfer of students into rehabilitation and vocational programs), unresolved problems and questions (such as determining evaluation criteria for the linkage agreements and activities), the role of the state team leader, the role of the local team leader, and future directions and developments. Among seven attachments are the outline of the model, and sample interagency service agreements between the Department of Education and other agencies. Appended are lists of persons on the Virginia model team at the state and several local levels, associated correspondence, a workshop agenda, and news releases. (DB)

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VIRGINIA STATE MODEL

FINAL REPORT

BY

VANCE M. HORNE, SUPERVISOR
SPECIAL PROGRAMS
DISADVANTAGED/HANDICAPPED

A PROJECT SPONSORED BY

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MADISON, WISCONSIN

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VIRGINIA INTERAGENCY LINKAGE MODEL

Virginia Interagency Linkage Model

Introduction

The Virginia Model for Linking Agencies Serving the Handicapped is based on an interagency agreement between vocational education, special education and vocational rehabilitative services (attachment one). Each State agency has a committee which develops a list of available services and needs. Formal written agreements were developed between the Department of Education and the Department of Rehabilitative Services in three areas: 1) Vocational Education, 2) Special Education and, 3) Rehabilitative Services. The roles of each agency are defined in the cooperative agreements (attachments two, three, and four). These cooperative agreements are reviewed and updated annually.

Prior to 1978, Virginia was actively involved in coordinating interagency efforts for serving the handicapped among the various State agencies. Interagency efforts were reviewed in regards to the effect of legislation, the available services and the organizational structure of the State agencies. The Virginia Model Linkage Agreement between the Departments of Education and Rehabilitative Services was first introduced at six regional meetings in February of 1979. These meetings presented an opportunity to provide direction to the localities and discuss State concerns. A plan of action was developed to facilitate increased communications between the agencies providing services to the handicapped. Preceding these regional meetings, the State representatives attended a national workshop on "Co-operative Planning for the Handicapped," which addressed increasing vocational services for handicapped individuals.

In June of 1980, Virginia was selected as one of three States to develop a national model of interagency linkages for the United State Office of Education

through the Wisconsin Vocational Studies Center. The "Virginia Model for Linking Agencies Serving the Handicapped" is based on the State level interagency service agreement between the Department of Education (Division of Vocational Education and Special Education) and the Department of Rehabilitative Services. The provisions of the agreement identify the services and responsibilities of each agency.

The State Linkage Team Leader is the Supervisor of Vocational Education, Special Programs, Disadvantaged and Handicapped Projects. Other team members represent the Department of Rehabilitative Services, Division of Special Education, Guidance and other areas as needed. This team developed the Virginia Model (attachment one), initiated the cooperative agreements and is responsible for the implementation of the Virginia Linkage Model. The State level team meets on a regular basis to work on implementation activities and to make the appropriate improvements in the delivery of the model to local areas.

The State Linkage Team conducted a random sampling of local school divisions to assess the needs of handicapped students. These identified needs and prospective solutions are incorporated into the agreements. Upon completion of the interagency agreements and model development, implementation began at the local level.

Local Level Implementation

The ultimate objective of the State Linkage Team is to have each local educational agency form their own local linkage team for the purpose of improving vocational education services to handicapped students. A start toward this goal was the selection of four local education agencies to pilot the State Model. The vocational directors in each of the four LEA's areas volunteered to

serve as local team leaders. These local team leaders work cooperatively with special education and guidance personnel to implement the local interagency linkage plan. The local plan compliments the State Interagency Linkage Plan and is informal in nature.

A formal agreement was made between the local education agency and the Department of Rehabilitative Services. The purpose of the linkage agreement is to provide the appropriate services to handicapped students enrolled in the LEA. The agreement delineates the services provided by each agency.

A member of the State Linkage Team works with the local vocational director in developing the local model. In addition, a workshop was held for linkage team personnel from all four local education agencies. The purpose of the workshop was to share ideas and develop implementation strategies. The long range goal is to utilize the four LEA's to improve the linkage process and then implement the local model on a State-wide basis. Copies of the Greensville County and the Lynchburg Public Schools linkage agreements with the Department of Rehabilitative Services are in attachments five and six.

Superintendents IEP Memo

In early 1981, the Virginia Superintendent of Public Instruction and the Assistant Superintendent for Curriculum and Instruction issued a Regulatory Memorandum regarding the role of vocational educators in the development of the IEP for handicapped students (attachment seven). This memorandum states that the IEP Committee for any handicapped student whose educational program may or does include a vocational offering, shall involve a vocational educator. This requirement applies to handicapped students identified as eligible for special education services. Carrying out this directive assures that vocational educators will be

involved in the IEP and encourages the cooperation of vocational and special educators.

Strong Points of the Virginia Interagency Linkage Model

Over a period of two to three years an interagency linkage model has been formalized among the major agencies at the State level. As a result of the formal State level and local level agreements, many informal linkages have also materialized. It is apparent that effective interagency linkages develop over a period of time. At this point in time the strong points of the Virginia Interagency Linkage Model were identified. Their points are listed as the following:

1. A State Linkage Team has been formed and is operational and the areas of vocational and special education, rehabilitation and guidance work as a team.
2. Formal interagency agreements have been developed at the State Level and activities to implement at the local level are under way.
3. Four local teams are utilizating the State Linkage Model.
4. A plan for State-wide implementation is under development.
5. A more comprehensive educational plan is available to handicapped students as a result of the cooperative efforts among the participating agencies.
6. Handicapped students are identified earlier and a smoother transfer into rehabilitation and vocational programs is expected.
7. The linkage facilitates a continuous comprehensive service to handicapped students.

Some Unresolved Problems and Questions

Some problems and questions about the Virginia Model exist and are a challenge to the linkage team at the State and local level. An advantage of a cooperating State level team is that a system for addressing problems is in operation and the process for solving problems is available. Some specific problems are listed below:

1. A need to coordinate the IWRP and IEP.
2. Some negative attitudes and misconceptions on the part of some teachers and administrators.
3. Does the local level linkage team serve handicapped students who are not eligible for Department of Rehabilitative services?
4. How will the linkage agreements be evaluated and what criteria will be used to determine if the linkage activities were successful?

The Role of the State Team Leader

The State team leader will:

1. Explain policies and procedures.
2. Communicate the linkage team activities to the Administrative Director of Vocational Education.
3. Work with local team leaders as to his responsibilities to the local team.
4. Develop and/or revises State interagency agreements between vocational education, special education and vocational rehabilitative services.
5. Call all state meetings, develop the agenda and see that all goals and/or objectives are met.

6. Communicate information at all levels; state, regional and local.

The Role of the Local Team Leader

The Local Team Leader will:

1. Call all local meetings of team members including teachers of special and vocational education, guidance person, supervisor of special education and representatives of rehabilitative services.
2. Preside over meetings.
3. Make resource material available for team.
4. Secure consultants and other professional personnel.
5. Send summary of meetings to all team members.
6. Act as liaison between local and state teams.
7. Be responsible for writing agreement using input from local team members.
8. Make presentation to local school board for approval.
9. Make information about agreement available to community using all available news media.
10. Monitor use of agreement for evaluative purposes.
11. Review agreement and make plans to update as needed.

Future Directions and Developments

The future direction of the cooperative interagency efforts in Virginia will be to expand the models for cooperatively improving the vocational education services for handicapped individuals in Virginia. This will be accomplished by increasing the number of model school divisions and encouraging surrounding

counties to implement a similiar plan of interagency cooperation. The state team will also conduct regional meetings to update local supervisors on issues related to developing effective interagency agreements. These activities and a continuation of the efforts previously established should insure an effective degree of interagency cooperation between the Department of Education and the Department of Rehabilitative Services.

ATTACHMENTS

Attachment One

MODEL FOR LINKING AGENCIES SERVING THE HANDICAPPED IN VIRGINIA

I. Develop and/or revise interagency agreement between vocational education, special education and vocational rehabilitative services.

   A. Each State agency should have a committee to develop a list of available services.

   B. Available services should be reviewed by the appropriate agency advisory committee.

   C. The agreements will be signed by the head of each agency.

II. Through random sampling of local school divisions to assess what are the needs for serving handicapped students.

III. Development of goals and objectives and identify the responsibilities of each agency.

   A. Utilization of a task force with representation from special education, vocational education and rehabilitation services to develop goals and objectives which addresses the identified needs and agency responsibilities.

   B. Review and revise, where needed, with appropriate State staff a system for effectively delivering services to localities.

IV. A Statewide delivery system to localities.

   A. Regional meeting

      1. Representatives/participants

         a. Vocational educational administrators
         b. School counselors
         c. Special education administrators
         d. Rehabilitative services counselors

      2. Localities in each region

         a. Planning districts 20, 21, and 22 (Norfolk, Virginia)
         b. Planning districts 14, 15, 18, and 19 (Richmond, Virgina)
         c. Planning districts 8, 9, 16, and 17 (Woodbridge, Virginia)
         d. Planning districts 6, 7, and 10 (Fisherville, Virginia)
         e. Planning districts 5, 11, 12, and 13 (Lynchburg, Virginia)
         f. Planning districts 1, 2, 3, and 4 (Marion, Virginia)

      3. Purpose - To facilitate the delivery of appropriate comprehensive career, vocational, special education and rehabilitation services to the secondary and post secondary handicapped individuals.

a. Clarify and review the policy of State programs in respect to collaborative planning for delivery of special education, vocational education and vocational rehabilitation services.

b. Identify concerns and problems related to the delivery of comprehensive services and discuss possible resolutions.

c. Present a model for developing interagency cooperative agreements at the local level.

d. Assists local representatives in the initial steps for development or refinement of cooperative agreements.

e. Complete a timeline for completion and implementation of the interagency agreements.

4. Local agreement development

a. Appoint local task force with representation from vocational education administrators, school counselors, special education administrators, rehabilitative services counselors.

b. Develop local agreements.

c. Submit to appropriate State agency.

V. Annual revision of agreements showing continuing services.

VI. Evaluation and Follow-up

A. Three to five years after students have completed the vocational programs in the area for which they were trained. (Use vocational education follow-up instrument).

Attachment Two

Proposed FY 81
Interagency Service Agreement
Between
The Department of Rehabilitative Services
The Department of Education

The Division of Vocational Education agrees to:

1. Provide needed consultation to assure the initiation of cooperative education programs for handicapped students involved in local school divisions, other state agencies and institutions in accordance with the Virginia Vocational Education State Plan and the Vocational Education Amendments of 1976, (P. L. 94-482).

2. Provide consultative services to local school divisions, other state agencies and institutions to assure initial placement and maintenance of eligible handicapped students in regular vocational education programs.

3. Reimburse local school divisions, other state agencies and institutions for approved vocational education programs for handicapped students in accordance with procedures prescribed by the Board of Education.

4. Cooperate with the Division of Special Education and the Department of Rehabilitative Services in the determination of special vocational education programs for the handicapped eligible for special funding.

5. Determine the eligibility of applicants to be employed as teachers providing vocational education programs for handicapped students.

6. Cooperate with the Division of Special Education and the Department of Rehabilitative Services in the development of guidelines and procedures for the implementation of this interagency agreement.

7. Plan and implement with the Division of Special Education and the Department of Rehabilitative Services an in-service training program on the implementation of this interagency agreement at the local level.

8. Cooperate with the Division of Special Education and the Department of Rehabilitative Services in the determination of in-service training needs of local school divisions and State personnel in the provision of appropriate education services for handicapped students in the least restrictive environment.

9. Assist the Division of Special Education in the approval of private schools providing vocational education training for handicapped students.

10. Reimburse Woodrow Wilson Rehabilitation Center for vocational education teachers employed to provide instruction for handicapped students participating in vocational education programs.

11. Develop policy and guidelines to insure the provision of vocational education/vocational rehabilitation Services to handicapped students in the least restrictive environment at the local level.

12. Develop policy and guidelines to insure the cooperative participation of appropriate vocational education, special education and vocational rehabilitation personnel in the development and implementation of IEP's/IWRP's for special education students.

13. Cooperate with the Department of Rehabilitative Services in the development of policy and guidelines to facilitate the provision of vocational assessment services to handicapped students.

Attachment Three

Proposed FY 81
Interagency Service Agreement
Between
The Department of Rehabilitative Services
The Department of Education

The Division of Special Education agrees to:

1. Provide needed consultation to assure the initiation of cooperative education programs in local school divisions, state schools and institutions serving handicapped students in vocational education programs according to P.L. 94-142 and P.L. 94-482.

2. Provide consultative services to local school divisions, state schools and institutions to maintain appropriately placed handicapped children in regular vocational education programs.

3. Provide financial assistance to local school divisions for jointly approved cooperative vocational education programs for handicapped students. Reimburse local school divisions, state schools and institutions in accordance with procedures prescribed by the Board of Education.

4. Cooperate with the Division of Vocational Education and the Department of Rehabilitative Services in the determination of special vocational education programs for the handicapped eligible for special funding.

6. Cooperate with the Division of Vocational Education and the Department of Rehabilitative Services in the development of guidelines and procedures for the implementation of this interagency agreement.

7. Plan and implement with the Division of Vocational Education and the Department of Rehabilitative Services, an inservice training program on the implementation of this interagency agreement.

8. Cooperate with the Division of Vocational Education and the Department of Rehabilitative Services in the determination of inservice training needs of local school divisions and state personnel in the provision of appropriate education services for handicapped students in the least restrictive environment.

9. Approve, in cooperation with the Division of Vocational Education, private schools providing vocational education programs for the handicapped.

10. Reimburse Woodrow Wilson Rehabilitation Center for special education teachers employed to provide instruction for handicapped students participating in vocational education programs.

11. Develop policy and guidelines to insure the provision of vocational education and vocational rehabilitation services to handicapped students in the least restrictive environment.

12. Develop policy and guidelines to assure the cooperative participation of appropriate special education, vocational education, and vocational rehabilitation personnel in the development and implementation of IEPs/IWRPs for special education students.

13. Cooperate with the Department of Rehabilitative Services in developing policy and guidelines to facilitate the provision of vocational assessment services to handicapped.

14. Determine and refer eligible school age individuals 16 years of age and above for vocational rehabilitation services. The primary Special Education student population targeted for referral to DRS are:
    - students anticipated to be within one year to eighteen months of completion of their planned public education program.
    - students, particularly severely/multiple handicapped individuals, in need of ancillary vocational rehabilitation services in support of their educational/vocational training program.

Attachment Four

Proposed FY81
Interagency Service Agreement
Between
The Department of Education
and
The Department of Rehabilitative Services

The Department of Rehabilitative Services agrees to:

1. Provide needed consultation for development and maintenance of cooperative education programs in local school divisions, State schools, and institutions serving handicapped students in vocational education programs, (mandates).

2. Provide consultative services to local school divisions, State schools, and institutions to maintain appropriately placed handicapped children in regular vocational education programs.

4. Cooperate with the Division of Special Education and Vocational Educarion in the approval of special vocational education programs for handicapped students.

6. Cooperate with the Department of Education in the development of guidelines and procedures for the implementation of this interagency agreement.

7. Plan and implement with the Divisions of Vocational Education and Special Education an in-service education program for State and local personnel on the implementation of this interagency agreement on the local level.

8. Cooperate with the Division of Vocational Education and the Division of Special Education Services in the determination of inservice training needs of local school divisions and state personnel in the provisions of appropriate education services for handicapped students in the least restrictive environment.

10. Provide vocational rehabilitation services at the Woodrow Wilson Rehabilitation Center on a joint funding basis between DRS and local school divisions. These services will be considered primarily for those special education eligible student/clients in need of a comprehensive residential rehabilitation program and for whom services are not available in their home community.

11. Develop policy and guidelines to insure the utilization of the least restrictive environment in the provision of vocational education/vocational rehabilitation services to special education students determined eligible for VR services.

12. Develop policy and guidelines to insure the cooperative participation of appropriate special education, vocational education, and vocational rehabilitation personnel in the development and implementation of IEPs/IWRPs for special education students determined eligible for VR services.

13. Develop policy and guidelines to facilitate the provision of vocational assessment services to special education students with an identified need for these services.

14. Determine the eligibility of school age individuals 16 years of age and above referred by educational agencies for vocational rehabilitation services. The primary Special Education student population targeted for referral to DRS are:

    - student anticipated to be within one year to eighteen months of completion of their planned public education program.

    - students, particularly severely/multiple handicapped individuals, in need of ancillary vocational rehabilitation services in support of their educational/vocational training program.

15. Provide vocational rehabilitation services for those handicapped school age persons found eligible. Services will be provided in line with current DRS policy on services to school age persons. Services will be provided in line on DRS Order of Selection Criteria.

Attachment Five

AGREEMENT OF COOPERATION

between

THE DEPARTMENT OF REHABILITATIVE SERVICES

and the

GREENSVILLE COUNTY PUBLIC SCHOOLS
Emporia, VA 23847

1981-82

I. PARTIES

The parties of this agreement are the Greensville County Public Schools hereinafter referred to as the SCHOOL SYSTEM and the Department of Rehabilitative Services, hereinafter referred to as the DEPARTMENT.

II. AUTHORITY

Federal Law (P.L. 93-112, as amended Section 1361.11 and Section 136.131) Code of Virginia; Chapter 15.1 Section 22-330.1 through 22-30.11 Virginia Department of Rehabilitative Services Annual State Plan other appropriate laws and documents (Federal and State).

III. PURPOSE

The purpose of this agreement is to continue providing appropriate vocational rehabilitation services to disabled students enrolled in the School System who meet the eligibility requirements of the Department. The agreement delineates the services that will be provided by each agency and the types of services that are needed in the local school area. The mechanics of operations will be discussed in the agreement to enhance the success of cooperation between the two agencies.

IV. SERVICES NEEDED FOR DISABLED STUDENTS

A. Services needed by ALL Disabled Students

1. Counseling services (to include parent/family, staff, and community counseling).

2. Work adjustment training (to include job readiness and social skill training).
3. Appropriate vocational training options (to include modification of existing training models).
4. Transportation of community based work training sites.
5. Job development, placement, and follow-up services.
6. To develop a Community Job Bank.
7. Service options for early leavers.

B. Services needed by special categories of Handicapped students

1. Trainable Mentally Retarded

a. Appropriate assessment techniques including psychologicals, sociologicals, educational, and physical.
b. Additional sheltered and non-sheltered employment positions.

2. Physically Handicapped

a. Modification of community barriers (to include barriers to public transportation).
b. Early referral to DRS services.
c. Physical restoration.

V. MECHANICS OF OPERATION AND SERVICES PROVIDED

A. The SCHOOL SYSTEM will:

1. Guidance counselors at Jr. and Sr. High Schools will serve as designees for general education.
2. The Special Education Supervisor will serve as one contact person for all special education students.
3. Meetings between DRS representative will be established as needed.
4. Provide space for counseling sessions between DRS and a client.
5. Provide initial contact with family and student (letter, telephone, etc.).
6. Arrange initial meeting between DRS and parent/guardian or student if appropriate.

7. Provide general information to community regarding DRS.
8. Provide appropriate psychological, social, educational, speech, and specific medical assessment in accordance with student's IEP.
9. Provide academic, pre-vocational, and vocational instructions.
10. Develop work study opportunities for certain special education students who qualify for Educable Mentally Retarded Resource Model Program.
11. Provide counseling for academic, personal and vocational adjustment for special education students.

B. The Department of Rehabilitative Services will: (note-- when DRS funds are to be used the Priority of Selection Criteria currently in effect will apply).

1. Once introduced to parent or guardian, obtain release of information signature.
2. Respond promptly when referrals from school systems are made.
3. Provide feed-back to the school contact regarding services rendered to each client.
4. Provide in-put in the development of IEP's and IWRP's if needed for each special education student/DRS client.
5. Provide the school system with a copy of the IWRP developed for each client who is a school age student.
6. Provide services when deemed appropriate by both DRS and the school contact as determined on an individual basis; that is, although the majority of clients will be seniors or entering their senior year, instances will occur when it is expected the DRS will provide services prior to the senior year (in any case, DRS involvement will not be prior to age 16).
7. Provide vocational evaluations for special education students eligible for rehabilitative services when these services are not available through the school system.
8. Provide vocational counseling and guidance.

9. Provide job development and job placement in concert with the school system.
10. Provide physical and mental restoration.
11. Provide work study support, occupational tools and transportation to job training sites.
12. Provide post employment services.
13. Provide transportation for vocational rehabilitation services.
14. Provide full range VR services once student has terminated or graduated from the school system.

VI. PROGRAM AND SERVICES FOR GENERAL EDUCATION STUDENTS

A. The School System will:

1. Prepare students for post school training and placement.
2. Provide counseling and other programs to help keep the individual in the school system.

B. The Department will:

1. Provide appropriate services for individuals eligible for rehabilitative services who are handicapped but not eligible for special education which includes:

a. Diagnostic information.
b. Vocational guidance and counseling.
c. Vocational testing.
d. Physical and mental restoration.
e. Work adjustment and vocational training.
f. Job development and placement.
g. Post employment services and any other appropriate rehabilitative services which would help the individual become employable.

VII. IN-SERVICE TRAINING

It is very important that the SCHOOL SYSTEM and the DEPARTMENT both learn how the services that are available and the operational procedures should be followed for each agency. There should be annual in-service training workshop to enhance the coordination and cooperation between the two agencies.

A. The DEPARTMENT will:

1. Include as part of their in-service training to schools:

   a. Information concerning work adjustment techniques.
   b. Criteria for acceptance of a client for rehabilitative services.
   c. Types of services available.
   d. Mechanics of referral process.
   e. The IWRP.

B. The school will provide to the department staff information to include:

1. Services provided by Greensville County Public Schools.
2. Time line for providing services.
3. IEP (Individual Educational Program).
4. Diversity of school settings.
5. Greensville County Public School Organization

VIII. SUMMARY

This agreement is set forth to provide information to both the rehabilitative services staff and the Greensville County Public Schools concerning operations of each agency and procedures that should be followed in accepting referrals, and providing services to clients eligible for special education and vocational rehabilitation. It also gives us staff guidance in how we should operate on a day-to-day basis.

XI. EVALUATION

This agreement will be evaluated when either party requests an evaluation or at the end of the period of time covered by this agreement and previous to renewal. Each agency will designate an individual to carry out evaluations when needed.

X. TERMINATION

This condition may be terminated for cause by either party hereto and the contract shall automatically terminate in the event program funds are withheld or are not available in any manner beyond the

control of involved agencies; or in the event of a reduction of funding of either agency, a service may be modified, curtailed, or terminated upon sixty days written notice to the cooperating agency.

This contract becomes effective July 1, 1981, and will terminate June 30, 1982, subject to renewal with or without amendments. This contract will be reviewed and evaluated annually and may be amended by mutual consent of parties concerned in accordance with the contract's aforementioned conditions.

This contract is made in duplicate, each of the parties hereto bearing a copy thereof which copies shall be deemed an original.

SIGNATURE:_____ DATE:_____
Regional Director, DRS

SIGNATURE:_____ DATE:_____
Sup't of Greensville Co. Schools

Attachment Six

LINKAGE AGREEMENT
BETWEEN
THE DEPARTMENT OF REHABILITATIVE SERVICES
AND THE
LYNCHBURG PUBLIC SCHOOLS

I. PARTIES

The parties of this linkage agreement are the Lynchburg Public Schools, hereinafter referred to as the SCHOOL SYSTEM and the Department of Rehabilitative Services, hereinafter referred to as the DEPARTMENT.

II. AUTHORITY

Federal Law (P.L. 93-112, as amended, Section 1361.11 and Section 1361.131); Code of Virginia, Chapter 15.1, Section 22-230.1 through 22-330.11; Virginia Department of Rehabilitative Services Annual State Plan; and other appropriate laws and documents (Federal and State).

III. PURPOSE

The purpose of the linkage agreement is to provide appropriate rehabilitative services to disabled students enrolled in the Lynchburg Public Schools who meet the eligibility requirements of the Department of Rehabilitative Services. The agreement delineates the services that will be provided by each agency and the types of services that are needed in the local school area. The mechanics of operations will be discussed in the agreement to enhance the success of cooperation between the two agencies.

IV. SERVICES NEEDED FOR DISABLED STUDENTS

A. Services Needed by All Disabled Students

1. Counseling
2. Job entry skills training (classroom)
3. Work adjustment training
4. Vocational training
5. Transportation to community based work training sites
6. Job development, placement, and follow-up services
7. Service options for students terminating school training prior to graduation
8. Vocational evaluation
9. Job survey data for matching students to local employment opportunities
10. Curriculum development (basic life/survival skills)

B. Additional Needs of Special Categories of Handicapped Students

1. Trainable mentally retarded
   a. Additional sheltered and non-sheltered employment positions
   b. Work activity training
   c. Counseling and support services for family members
   d. Group home or other supervised housing

2. Physically Handicapped
   a. Modification of community barriers
   b. Early referral to Department of Rehabilitative Services
   c. Physical restoration

V. MECHANICS OF OPERATION AND SERVICES PROVIDED

A. The School System Will:

1. Identify a contact person (Director of Guidance, Secondary Schools) for general education and all special education programs.
2. Provide initial contact with family and student.
3. Arrange initial meeting between Department of Rehabilitative Services and parent/guardian or student as appropriate.
4. Provide general information to community regarding Department of Rehabilitative Services.
5. Provide appropriate psychological, educational, socio/cultural speech, and specific medical assessment.
6. Provide academic training.
7. Provide pre-vocational, work adjustment, and vocational instruction
8. Provide counseling for academic, personal, and vocational adjustment to special education students.
9. Distribute the Department of Rehabilitative Services School Survey form to the Guidance Director of each high school to give to each member of the senior class as deemed appropriate.

B. The Department of Rehabilitative Services Will:

1. Once introduced to parent or guardian, initiate referral process.
2. Establish a regularly scheduled monthly meeting with each school being served or as needed.
3. Provide feedback to the school contact regarding services rendered to each client.

4. Make every effort to maintain counselor loads as established during the summer of each year, such that counselor assignments do not shift during the school year.
5. Provide input in the development of Individualized Education Programs (IEP) and Individualized Written Rehabilitation Programs (IWRP) for each special education student/DRS client.
6. Provide the school system with a copy of the IWRP developed for each client who is a school age student.
7. As appropriate, certify eligibility for the Targeted Jobs Tax Credit Program (TJTC).
8. Provide services when deemed appropriate by both DRS and the school contact as determined on an individual basis; that is, although the majority of clients will be seniors or entering their senior year, instances will occur when it is expected that DRS will provide services prior to the senior year (in any case, DRS involvement will rarely be prior to age 16).
9. Provide vocational evaluations for special education students eligible for rehabilitative services when these services are not available through the school system.
10. Provide vocational counseling and guidance.
11. Provide job development and job placement in concert with the school system.
12. Provide physical and mental restoration.
13. Provide work study support, occupational tools, and transportation to job training sites.
14. Provide post employment services.
15. Provide transportation for rehabilitative services.

16. Provide full range rehabilitative services once student has completed a prescribed curriculum or graduate from the school system.

17. Survey the senior class utilizing the survey form when appropriate.

VI. PROGRAM AND SERVICES FOR GENERAL EDUCATION STUDENTS

A. The School System Will:

1. Prepare students for post school training and placement.
2. Provide counseling and other programs to help keep the individual in the school system.
3. Distribute the DRS High School Survey form to each member of the senior class when requested.

B. The Department Will:

1. Provide appropriate services for individuals eligible for rehabilitative services who are handicapped but not eligible for special education which includes the following:
   a. Diagnostic information
   b. Vocational guidance and counseling
   c. Vocational testing
   d. Physical and mental restoration
   e. Work adjustment and vocational training
   f. Job development and placement
   g. Post employment services and any other appropriate rehabilitative services which would help the individual become employable.

VII. IN-SERVICE TRAINING

It is important that the SCHOOL SYSTEM and the DEPARTMENT be familiar with the services available and the operational procedures used by each agency. In-service training workshops will be conducted for appropriate staff from both agencies as needed to accomplish this goal.

A. The Department Will:

1. Include as part of their in-service training to the schools:
   a. Criteria for acceptance of a client for rehabilitative services.
   b. Types of services available.
   c. Mechanics of referral process.
   d. The IWRP. (Individualized Written Rehabilitation Program)
   e. Arrange visitations to training facilities such as Woodrow Wilson Rehabilitation Center, Sheltered Workshop of Lynchburg, etc. as requested.

B. The School will Provide to the Department Staff Information to Include:

1. Services provided by Lynchburg Public Schools.
2. Time line for providing services.
3. The IEP. (Individualized Education Program)
4. Diversity of school setting.
5. Lynchburg Public School organizational structure.

VIII. SUMMARY

This linkage agreement is set forth to provide information to both the rehabilitative services staff and the Lynchburg Public Schools concerning operations of each agency and procedures that should be followed in accepting referrals and providing services to clients eligible for special education and rehabilitative services. It provides us with specific operational procedures for unified service delivery.

IX. TERMINATION

The conditions of this linkage agreement may be terminated for cause by either party hereto, and the agreement shall automatically terminate in the event program funds are withheld or are not available in any manner beyond the control of agencies involved; or in the event of a reduction of funding of either agency, a service may be modified, curtailed or terminated upon sixty days' written notice to the cooperating agency.

I. PROGRESS IN LINKAGE MODEL IMPLEMENTATION

Since the Linkage Model was formally developed for the 1979-80 school year, considerable progress has been made. There has always been a good relationship between the Department of Rehabilitative Services and the Lynchburg Public Schools, but the formalization of this model has provided a system whereby those less personally familiar with available services can make needed contacts.

II. PRESENT STATUS OF THE LINKAGE PLANS

The model is in operation at this time, has been mutually agreed upon, and signed by local agency heads. The model has been distributed to school and agency personnel and is included in the Annual Six-Year Plan. It is annually reviewed and revised to reflect needs determined by each agency.

III. SUCCESSES OF THE LINKAGE MODEL

The agreement has provided each agency with a greater sphere of knowledge and access to consultative resources. By including consultative information from DRS, the LPS is able to plan a more comprehensive future for students currently in S.E. programs, expanding educational alternatives, and developing vocational goals.

DRS is able to identify clients earlier, monitor their school progress, plan appropriate school experiences, facilitate smooth transfers into the DRS program, and future employment.

The Linkage allows continuous, comprehensive services to students/ clients and exposure of LPS personnel to ideas.

IV. UNRESOLVED PROBLEMS IN THE LINKAGE MODEL

1. Various educational planning conflicts internal within the school system.
2. Some negatively prevailing attitudes and misconceptions on the part of teachers and administrators.

V. FAILURES OF THE LINKAGE MODEL

None

VI. RECOMMENDATIONS FOR MODEL IMPROVEMENT OR FUTURE ACTIVITIES

1. Inservices for information sharing and attitude change for teachers and administrators.
2. Strong consideration should be directed toward including a vocational assessment as a standard component for certain children being staffed---could be informal but formulated with specific training in that regard and/or with consultation from the DRS evaluator.
3. Expansion of vocational education programs---not as much now in variety but in quantity and quality of already existing programs for availability to the "special student".

Attachment Seven

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA 23216

SUPTS MEMO NO. 5
January 13, 1981
Amended May 7, 1981

REGULATORY

TO: Division Superintendents

FROM: S. John Davis, Superintendent of Public Instruction

Carl L. Riehm, Assistant Superintendent for Curriculum and Instruction.

SUBJECT: Role of Vocational Educators in the Development of the IEP for Certain Handicapped Students.

The role of local vocational education personnel in the development of Individualized Education Program for handicapped students has evolved as a major concern for both special and vocational education.

The State Board of Vocational Education adopted requirements for the use of vocational funds in the Virginia State Plan for Vocational Education, Administrative Provision, 1978-82, (section 4.12 FY1978-41). The Administrative Provision states, "If vocational funds are to be utilized, the local agency shall involve a local vocational educator qualified to supervise or provide vocational education" in the development of the IEP. Thus, the composition of the IEP committee for any handicapped student whose educational program may or does include a vocational offering, shall involve a vocational educator.

This requirement applies to handicapped students identified as eligible for Special Education Services. However, students with obvious disabilities, e.g. amputees, paraplegics etc., may not be in need of special education and therefore, are not required to have an IEP. Local authorities need to be mindful of the requirements of the Rehabilitation Act of 1973, specifically section 504, as it applies to these students.

The Department of Education suggests that school divisions consider establishing procedures for the inclusion of other personnel in the development of IEP for handicapped students considering elective courses.

1. Guidance and/or vocational guidance personnel may be in a position to greatly assist a handicapped student in making career decisions.

2. Vocational Rehabilitation Counselors may be available for consultation with students who are not eligible for paid services through the Department of Rehabilitation Services. The practice of involving school division programs to DRS sponsored programs for certain eligible students.

3. Personnel conducting vocational assessments of handicapped students should also be involved in interpreting data and development of the IEP.

4. Vocational Educators must be included anytime vocational funds are used to support the vocational training of handicapped students.

Each school division should examine carefully its present procedures regarding the participation of vocational educators on IEP committees. Vocational assessment and counseling services to handicapped students should also be reviewed to determine if such services are available.

If additional information is needed, please contact Mr. James T. Micklem, Director Division of Special Education Programs and Pupil Personnel Services at 804/225-2861.

SJD/CLR:rp

Attachments - State Special Education Regulations,
Vocational Education Administration Regulations

Regulation Authority: State Special Education Regulations
and Public Law 94-142

APPENDIX

VIRGINIA MODEL TEAM - STATE LEVEL

Team Leader

Mr. Vance M. Horne, Supervisor
Special Programs
Disadvantaged/Handicapped
Division of Vocational Education
P. O. Box 6Q
Richmond, VA 23216
PHONE: (804) 225-2080

Ms. Doris DeVries
Assistant Supervisor
Special Programs
Disadvantaged/Handicapped
Division of Vocational Education
Department of Education
P. O. Box 6Q
Richmond, VA 23216
PHONE: (804) 225-2080

Mr. W. Grant Revell, Coordinator
Developmental Disabilities
Department of Rehabilitative Services
4901 Fitzhugh Avenue
P. O. Box 11045
Richmond, VA 23230
PHONE: (804) 257-0316

Mr. Howard Green, Coordinator
CETA & Educational Programs
Department of Rehabilitative Services
4901 Fitzhugh Avenue
P. O. Box 11045
Richmond, VA 23230
PHONE: (804) 257-0293

Dr. Carolyn Maddy
VA Vocational Guidance Program
279 University City Office Building
Virginia Tech.
Blacksburg, VA 24061
PHONE: (804) 230-6199

Dr. O. Pauline Anderson
Supervisor of Guidance
Division of Special Education and Pupil Personnel Services
900 Fairfax Street
Radford, VA 24141
PHONE: (703) 731-5217

Ms. Patricia White
Supervisor Health Related Services
Division of Special Education Program and Pupil Personnel Services
P. O. Box 6Q
Richmond, VA 23216
PHONE: (804) 225-2068

Tony Faina, Supervisor
Private School Approval
Division of Special Education Administration and Finance
P. O. Box 6Q
Richmond, VA 23216
PHONE (804) 225-2887

VIRGINIA MODEL TEAM - LOCAL LEVEL

Team Leader - Albemarle County

Howard Collins, Director
Vocational Education
Albemarle County Schools
310 County Office Building
Charlottesville, VA 22901

Travis Brown
Rehabilitative Services
300 Preston Avenue
Room 307
Charlottesville, VA 22901

Clayton D. Lewis
Coordinator, Special Education
Albemarle County Schools
310 County Office Building
Charlottesville, VA 22901

Team Leader - Richmond City

Edward Cooke
Director of Vocational Education
Richmond City Public Schools
301 North Ninth Street
Richmond, VA 23219

Robert L. Maughan
Program Supervisor
Department of Rehabilitative Services
2015 Westwood Avenue
Richmond, VA

Dr. James W. Tyler
Associate Superintendent, Administration
Richmond City Public Schools
301 N. 9th Street
Richmond, VA 23219

Dr. George McClary
Director of Pupil Personnel
Special Education
Richmond City Public Schools
301 N. 9th Street
Richmond, VA 23219

Team Leader - Lynchburg City

David L. Moseley
Director of Vocational Education
Lynchburg Public Schools
P. O. Box 1599
Lynchburg, VA 24505

Norma J. Pickeral
Supervisor, Special Education
Lynchburg Public Schools
School Administration Building
10th Court Street
Lynchburg, VA 24504

Nancy S. Robertson
Rehabilitation Counselor
Department of Rehabilitative Services
P. O. Box 423
Lynchburg, VA 24505

Loretta C. Jones
School Psychologist
Lynchburg Public Schools
P. O. Box 1599
Lynchburg, VA 24505

G. Kirk Averett
Program Supervisor
Department of Rehabilitative Services
P. O. Box 423
Lynchburg, VA 24505

VIRGINIA MODEL TEAM - LOCAL LEVEL
(continued)

Team Leader - Greensville County

McKinley R. Tucker
Director of Vocational Education
Greensville County School Board
P. O. Box 1156
Emporia, VA 23847

Willie A. Curley, Jr.
Rehabilitation Counselor
Department of Rehabilitative Services
207 S. Main Street
Franklin, VA 23851

Sam Owen
Division Superintendent
Greensville County Public Schools
P. O. Box 1156
Emporia, VA 23847

Joseph Jones
Coordinator, Federal Programs
Greensville County Public Schools
P. O. Box 1156
Emporia, VA 23847

Greensville's vocational model selected for national planning

Maryland, New Jersey, and Virginia are serving as model states to develop vocational education models for linking agencies serving handicapped people as part of a U.S. Department of Education project funded through the Wisconsin Vocational Studies Center at the University of Wisconsin-Madison, according to McKinley R. Tucker.

Interagency teams composed of state level personnel from the Departments of Vocational and Special Education, rehabilitation and Guidance are developing interagency linkage models, he said.

The Interagency Cooperative Service Agreement developed by the Greensville County School Division was selected by the Virginia Department of Education to be used as a guide in developing models to be used nationally, he continued.

Tucker, Director of Vocational Education for Greensville County Schools, participated in a workshop held February 4-5, in Baltimore, with educational specialists from the States of Maryland, New Jersey and Virginia. Tucker said the purpose of the workshop was to develop models for linking agencies serving handicapped people.

A National Dissemination Conference for this project will be held June 16-17, at the University of Wisconsin, Madison, Wisconsin. During this conference developed models will be disseminated to the Department of Education for the 50 states, concluded Tucker.